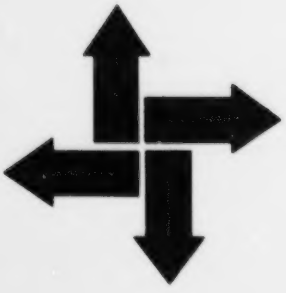
TENTH ANNUAL REPORT 1984/85

TRANSFER PATTERNS STUDY FALL 1984



ALBERTA COUNCIL ON ADMISSIONS AND TRANSFER

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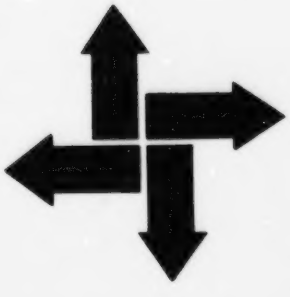
TENTH ANNUAL REPORT
1984/85



Provincial Transfer Guides

In June 1985, after ten years of operation, the Council will be distributing the tenth annual **Provincial Transfer Guide**. The publication is the official statement of transfer arrangements duly negotiated and approved by post-secondary institutions in this province. It has been established both within and outside Alberta as a useful transfer document, and is considered indispensable for transfer operations within the Province.

Transfer-Student Research Study

To assist in the resolution of an inter-institutional dispute originating in previous years, the Council commissioned a three-year research study.

The dispute arises from differing theories about the impact of educational variables (especially course and classroom learning contexts and "student mix") on educational achievement. The study is taking place over a period of three years, and is designed to throw light on the tenability of the theories by statistical and other means. Various cohort groups will be studied comparatively in terms of academic and demographic characteristics, educational goals, program characteristics, academic environments, academic outcomes, etc.

The first interim report was presented in 1984. Further interim reports are expected in June of 1985 and 1986, and a final summary report by September 1986.

Transfer Patterns Studies

In 1979, the Council initiated a study to collect data on the number and destination of students transferring to Alberta post-secondary institutions both from within and from outside Alberta. The studies were to have been completed in 1983 but the Council decided to continue to record and monitor some of the data annually.

The studies have provided the Council with firm information on the volume, nature and direction of post-secondary transfer traffic in and into the Province. It knows, for example, that growth in overall transfer activity had been increasing until 1984. Although the within-province portion of transfers seems to have levelled off that year, significant decreases in into-province transfers have been recorded since 1981. More specific kinds of data (qualifying transfer pressure by categories of institution and by specific institution) have been useful in determining the Council's activities and priorities.

As was the case in 1983, the 1984 report is being published in conjunction with the Council's Annual Report for 1984/85. (See pages 19-25 for the latest Transfer Patterns Study).

Hospital Schools of Nursing

During the reporting year, the Council was asked to assist Hospital Schools of Nursing to become participants in the transfer and admissions activities of the post-secondary system. In light of its mandate to provide leadership and direction in the improvement and enlargement of education opportunity for Alberta students through inter-institutional transfer, the Council will be attempting to assist the Hospital Schools of Nursing in facilitating transfer to other post-secondary Institutions in the province.

Inter-Institutional Concerns

These have been minimal in 1984/85

Retirement Dinner for Dr. Harold S. Baker

On April 18, 1985, the Council held a retirement dinner for Dr. Harold S. Baker, the founding Chairman of the Council. Many Council members, both past and present attended the function. The Minister, The Honourable Dick Johnston presented a plaque and gifts to Dr. Baker on behalf of the Council members. Tributes were paid to Dr. Baker's Chairmanship of the Council which carried it through ten years of outstanding work with the institutions. Everyone agreed that Dr. Baker's leadership has now established the Council as an integral part of the post-secondary system. The Chairman Emeritus expressed his appreciation to his past and present colleagues for the excellent cooperation he had received from them.

ADDENDUM A

Council Membership

Universities	
Mr. Hendrik Slegtenhorst[1] Registrar	Athabasca University
Dr. Hayden Roberts Director, College Liaison	The University of Alberta
Mr. Jack Oviatt Registrar	The University of Lethbridge
Dr. Horst Betz[2] Department of Economics	The University of Calgary
Public Colleges	
Dr. Chuck Day Vice-President, Academic	Grant MacEwan Community College
Dr. Ed Luterbach Acting President	Red Deer College
Mr. Lorne Dick[3] Vice President, Instruction	Medicine Hat College
Technical Institutes	
Mr. Seeth Seethram Director, Business & Applied Arts	N.A.I.T.
Mr. Bob Miller Academic Director, Technology Division	S.A.I.T.
Alberta Vocational Centres	
Dr. Michael Andrews President	AVC Edmonton
Chairman	
Dr. Harold S. Baker	
Executive Secretary	
Ms. Marilyn Patton	

[1] Ms. Pam Wolfe has attended all meetings of Council in 1984/85 as Athabasca University's representative.

[2] Served as Acting Chairman for Council's meetings because of Dr. Baker's illness.

[3] Formerly Mr. Garry Polonsky

ADDENDUM B

Terms of Reference

The following Terms of Reference were adopted by Council motion on February 14, 1975:

1. The Council shall review current regulations, proposals and practices for admissions and transfer which have been generated by Advanced Education and by institutions and subsystems for the purpose of identifying those guidelines and procedures applicable to all institutions within the system of advanced education.

2. The Council shall develop procedures by which admissions and transfer policies, guidelines and procedures are granted system-wide approval.

3. The Council shall compile, maintain and disseminate a registry of all existing admissions and transfer arrangements within the Alberta system of advanced education.

4. The Council shall monitor the effectiveness of admissions and transfer policies and practices throughout the advanced education system; to this end it may carry out, or request institutions to carry out appropriate studies.

5. The Council shall recommend to Advanced Education and to institutions revisions of policies, guidelines and procedures as it deems necessary.

6. Acting within the provisions of existing legislation, the Council shall upon the written request of an institution, serve as mediator in resolving inter-institutional admission and transfer problems. (The Council will not deal with requests by individuals.)

7. In the event that agreement cannot be reached through mediation, the Council shall upon written request by the institutions concerned, serve as arbitrator.

8. In fulfilling its arbitration role, the Council shall establish arbitration procedures, inform the institutions of these procedures, and inform the institutions of its decisions, which shall be final and binding.

9. The Council shall advise the Minister of any legislative changes which it deems necessary.

10. The Council, at the request of the Minister or institutions, shall comment on unresolved transfer problems related to proposed programs.

11. The Council shall report annually to the Minister of Advanced Education on its activities.

12. The Council will operate with the support of:

    a) Council members, to be reimbursed by Advanced Education for out-of-pocket expenses incurred;
    b) the Chairman, to be paid an appropriate honorarium; and
    c) an executive secretary and such other necessary resources and services to be made available by Advanced Education as required by the Council in the fulfillment of its responsibilities.

ADDENDUM C

Principles, Policies and Procedures

CONTEXT

1. **Role and Composition**

The primary goal of the Alberta Council on Admissions and Transfer is the provision of leadership and direction in the improvement and enlargement of education opportunity for Alberta students through inter-institutional transfer. Implicit in this goal is a commitment to improve communication among institutions of the Alberta post-secondary system — and thus to promote the advantages of a "system" of education, with all that this means for economy and efficiency in educational planning.

In the fulfillment of its role, the Council is engaged in the following activities.

(a) **leadership** — including the development and formulation of policies and procedures whereby transfer credit for courses and programs may be negotiated.

(b) **publication** — primarily the production and distribution of a yearly Transfer Guide listing all transfer credit arrangements for courses and programs within the Alberta post-secondary system, together with statements of relevant policies and procedures, and other documents such as an Annual Report and a counselling brochure entitled "What About Transfer?"

(c) **mediation** — as requested by institutions within the system, to resolve complaints or disputes concerning transfer arrangements and credits, and thus to ensure that the best interests of students are served.

(d) **applied research** — on matters related to the transfer of students throughout the system: e.g. Transfer Patterns study.

Council members are appointed by the Minister as follows:

- from the universities: four representatives (one nominated from each university)
- from the colleges: four representatives (nominated by the Council of College Presidents)
- from the technical institutes: three representatives (nominated by each of the technical institutes)
- from the vocational centres: one representative (nominated by these institutions)
- a chairman and an executive secretary

The Council meets usually on a monthly basis, generally at institutions.

2. Overview of the System

The Council's activities are directed primarily towards the Alberta post-secondary system, which includes four universities, ten public colleges, two institutes of technology, four vocational centres, the Banff Centre, as well as private affiliated colleges (see chart, p. 13). There are, in addition, a number of private non-affiliated colleges — some of which may offer courses which have transfer potential. Although the Council's mandate is directed towards the Alberta post-secondary system, the Council is sensitive to student transferability involving institutions outside of the province. For this reason the transfer guide is distributed broadly across Canada as well as in the United States.

3. Types of transfer

Within the system of post-secondary institutions, transfer of credit for courses or programs may occur among institutions of a similar type (i.e. from one technical institute to another), as well as between institutions of different types (i.e. from a vocational centre to a college). In the negotiation of transfer arrangements among institutions, the Council recognizes the following major types.:

(a) among universities

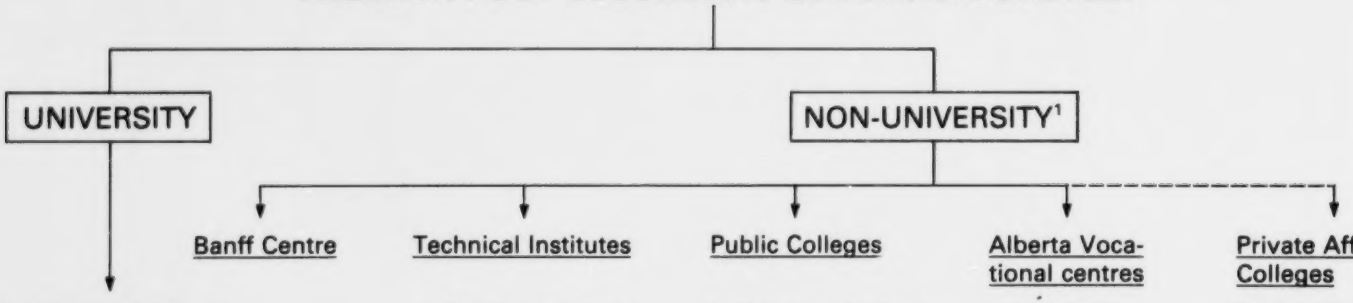
(b) between universities and the non-university sector

(c) among non-university institutions

(d) from private colleges to universities

(e) from private colleges to non-university institutions

ALBERTA POST-SECONDARY EDUCATION SYSTEM



1. University of Alberta *Edmonton*
2. University of Calgary *Calgary*
3. University of Lethbridge *Lethbridge*
4. Athabasca University *Athabasca*

1. Southern Alberta Institute of Technology *Calgary*
2. Northern Alberta Institute of Technology *Edmonton*
3. Westerra Institute of Technology *Stony Plain*

1. Fairview College *Fairview*
2. Grande Prairie Regional College *Grande Prairie*
3. Grant MacEwan Community College *Edmonton*
4. Keyano College *Fort McMurray*
5. Lakeland College *Lloydminster*
6. Lethbridge Community College *Lethbridge*
7. Medicine Hat College *Medicine Hat*
8. Mount Royal College *Calgary*
9. Olds College *Olds*
10. Red Deer College *Red Deer*

1. *Calgary*
2. *Edmonton*
3. *Grouard*
4. *Lac La Biche*

1. Camrose Lutheran College *Camrose*
2. Canadian Union College *College Heights*
3. Concordia College *Edmonton*

(Note: there are a number of private non-affiliated colleges throughout the province, some of which may offer courses which are transferable)

[1] *Other provincially administered institutions include various Community Vocational Centres and the Alberta Petroleum Industry Training Centre.*

4. Definition of Terms

In dealing with matters related to transfer, there are several commonly used terms which may require clarification. Some of the more important are:

Accessibility: the degree of openness of institutions to students seeking admission to their programs.

Transferability: the mobility of students among post-secondary institutions by virtue of their having transfer credit (see below).

Advance credit: the award of credit in given courses or programs on the basis of formal and informal learning experiences including: 1) work experience, 2) maturity/life experience, 3) unstructured educational experiences such as self-study, 4) structured educational activity.

Transfer credit: an advance credit awarded on the basis of successful completion of structured educational activities at a post-secondary institution.

Receiving institution: an institution to which students transfer course or program credits acquired at another institution.

Sending institution: an institution from which students may transfer course or program credits to programs at another institution.

Transferable courses: courses developed by an institution to meet its own program objectives but which have transfer potential. Transfer may be negotiated either on the basis of equivalence or of relevance to Programs or courses at another institution (see page 17).

Transfer courses: courses delivered by a sending institution as courses which correspond in description to courses of a particular receiving institution (see page 17).

Selection criteria: categories of qualification, capabilities, or experience (academic or other) which provide the basis for screening and admission (or rejection) of students to programs.

Affiliation: a formal agreement of association or co-operation between two institutions whereby courses and programs offered by the sending institution are substantially the same as those offered by the receiving institution. For such courses transfer credit is awarded. No formal affiliation agreements currently exist except those between three private colleges and the University of Alberta.

PRINCIPLES

The Council endorses the following as basic to its purpose and activities;

(a) **Student access to higher education and the opportunity for student mobility among institutions of higher education in Alberta shall be optimized.**

Barriers to student mobility shall be minimized. The integrity of education programs and certification must, however, be maintained. A student should not be required to repeat previous learning experiences in which he has demonstrated com-

petence, nor should he be granted more transfer credit than his previous learning experiences would warrant for successful completion of a program.

(b) **Negotiation of opportunities for student mobility shall be based on the recognition that while learning experiences may differ in a variety of ways, their substance may be virtually equivalent in terms of content and rigour.**

Insofar as possible, transfer arrangements should allow for maximum recognition of previous learning experiences. The concept of **virtual equivalence** is vital to such arrangements.

(c) **Effective career counselling and optimum mobility require that the student have prior knowledge of at least the minimum transfer credit which he can be awarded. Additional transfer credit may be negotiable on an individual basis.**

(d) **Although responsibility for higher education is shared among various constituents, individual institutions have the primary responsibility for instructional programs. This responsibility includes program design and delivery, determination of academic prerequisites and student admission criteria, and certification of the academic achievement of students.**

In respect of student access to institutions and programs, it is to be emphasized that factors in addition to academic prerequisites often are employed as admission criteria. That is, while possession of academic prerequisites makes an applicant eligible for admission, it does not **guarantee** admission to an institution or to a particular program.

(e) **Institutions have the responsibility and the prerogative to investigate the total educational preparation of applicants seeking admission.**

Such investigation is intended to determine admissibility and appropriate transfer credit, and to counsel applicants. The relevance and quality of the applicant's most recent educational experiences should be the basis for admissibility and for transfer credit decisions. Differences in earlier preparation should not adversely affect consideration of the applicant (see Principle (b) re **virtual equivalence**).

(f) **Students who are granted admission to an institution under a transfer arrangement shall be granted the same rights and privileges as students who began their studies at the institution.**

A POLICY FOR ADMISSION AND TRANSFER OF CREDIT AMONG ALBERTA POST-SECONDARY INSTITUTIONS

1. Admission

Admission to a course or program will be granted to any applicant who has fulfilled the admission requirements for such course or program as established by the receiving institution. Where selection procedures are

involved in admission to a program, each applicant shall be treated on the same basis as any other person seeking admission to that program.

2. Transfer of credits

Subject to the above requirements there shall be two major transfer arrangements. The Council on Admissions and Transfer will publish annually a Provincial Transfer Guide listing credit equivalencies including both types of transfer arrangement.

A. **Transferable courses and programs:**

These are developed by a sending institution to meet its own programs and objectives, and bear its own numbers and descriptions. Transfer may be negotiated either on the basis of equivalence, or of relevance. The principle of **equivalence** refers to courses and programs of the sending institution which are identical or similar to those of the receiving institution. The principle of **relevance** refers to courses of the sending institution which are in the areas or disciplines and at the levels of programs offered by the receiving institution, and are therefore appropriate for credit at the receiving institution.

Credits awarded in this category may involve special inter-institutional arrangements or individual assessment.

B. **Transfer courses and programs:**

These are delivered by a sending institution as courses and programs which correspond in description to those of the receiving institution.

3. Special provisions for university transfer

A. **Among universities:** Transfers are assessed on an individual basis by the receiving institution.

B. **From public colleges and technical institutes:** in lieu of the general admission requirement (see 1, above), admission will be granted to any applicant who upon successful completion of at least a full year's study at the sending institution is recommended in writing by that institution as having satisfied the appropriate matriculation requirements or their equivalent.

C. **From affiliated colleges:** Details of transfer arrangements negotiated under affiliation agreements (currently those in effect between The University of Alberta and Canadian Union College, Concordia College, Camrose Lutheran College and The King's College) are included in the Provincial Transfer Guide, and where possible are extended to other universities.

PROCEDURES FOR TRANSFER OF CREDIT AMONG ALBERTA POST-SECONDARY INSTITUTIONS

To facilitate the negotiation of transfer arrangements among post-secondary institutions, the Council has established the following set of procedures.

Objective

These procedures are designed to provide a mechanism for the negotiation of transfer and transferable courses and programs, and for their inclusion in the Alberta Provincial Transfer Guide.

Categories

Courses and programs proposed for transfer credit are of two main types, each of which involves a different relationship between the sending and receiving institution.

1. **Transferable Courses/Courses with Transfer Potential**

   In negotiations of transfer credit for transferable courses, the sending institution shall supply the receiving institutions with the following information: (a) course description, title, grading practices, weighting and outline, (b) textbooks and other resource materials, and (c) qualifications required for an instructor.

   Additional information may be required at stated intervals for review purposes, or at the discretion of the receiving institutions.

2. **Transfer Courses/Courses in Transfer Programs**

   In negotiations of transfer credit for transfer courses, the sending institution shall supply the receiving institution with the following information: (a) course description, (b) textbooks and other resource materials, and (c) qualifications required for an instructor.

Transfer credit is based on initial negotiations, when the course is first offered by the sending institution. Subsequent negotiations and concurrence of the receiving institution are required where, in view of the receiving institution, course revisions by the sending institution are sufficiently substantial to affect the transfer credit which has been negotiated.

Procedures

1. Each institution shall identify one central contact person (e.g. Registrar or Admissions Officer) who will be responsible for both internal and external distribution of formal transfer proposals and responses.
2. Each institution shall, through its central contact person, maintain and provide on request from other institutions (a) a list of other important institutional contacts for the purpose of facilitating appropriate preliminary discussions, and (b) a description of the internal procedures followed in the institution for the development and/or evaluation of proposals for transfer arrangements.

3. It is expected that proposals for credit will be processed as expeditiously as possible. If the transfer proposal is acceptable, the receiving institution will inform the other institutions in the system accordingly. The transfer normally will be honoured within the subsystem of which the receiving institution is a constituent.

4. If the transfer proposal is not acceptable, the receiving institution shall supply in writing, to the sending institution, the reason for this decision.

5. In the event that agreement has not been reached pursuant to (3) and (4), an institution may submit to the Council a written request for mediation. Where, in its opinion, the Council determines that a dispute concerning transfer exists, the Council may mediate to resolve the dispute.

6. In the event that agreement cannot be reached pursuant to (5), the institutions in dispute may agree to submit the dispute to Council for arbitration. The Council will then establish procedures for the resolution of the dispute, and issue its decision resolving the dispute. The arbitration decision of the Council shall be final and without appeal or review.

7. Transfer arrangements are to be regarded as relatively enduring bilateral agreements – to be altered, amended or deleted only after mutual consultation. Regular discussion of existing transfer arrangements should take place between sending and receiving institutions. Any institution planning program or course changes which could bear on existing transfer arrangements as recorded in the Provincial Transfer Guide shall, insofar as possible, inform those institutions which would be primarily affected, subject where necessary to renegotiation. In cases where renegotiations of a transfer agreement are requested by either a sending or a receiving institution, the onus is on the institution requesting the change to provide the other institution with sufficient notice and lead-time to permit renegotiation to occur before the next edition of the Transfer Guide.

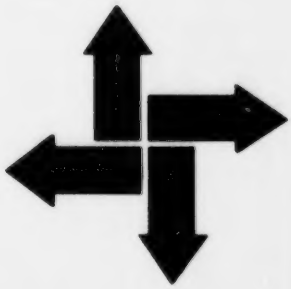
8. Renegotiation of transfer arrangements is subject to the same guidelines as for the initial negotiations (i.e., 3-6).

9. When a new agreement has been negotiated, it replaces the old agreement in the next edition of the Transfer Guide. If no new agreement can be negotiated prior to preparation of the next edition of the Transfer Guide, the old agreement will be either removed from the Guide or clearly identified as under review.

INSTITUTIONAL REQUIREMENTS

Within the context of the preceding policy and procedures, each institution has particular requirements and practices for admission of students and awarding of transfer credit. These requirements are listed annually in the Provincial Transfer Guide and in institutional calendars.

TRANSFER PATTERNS STUDY
FALL 1984



INTRODUCTION

In the fall of 1978, after four years of operation, the Council decided that it needed more precise information than was then available about the volume, direction and nature of post-secondary transfer traffic. Such information, it was believed, would help the Council in the determination of its ongoing priorities, and of the location and extent of specific needs and problems. It was further thought that any evidence of trends (as opposed to random developments) in the nature and number of transfers from year to year would be useful to education planners generally.

The Council, therefore, planned and initiated a three-year TRANSFER PATTERNS STUDY – specifically designed to show how many students were transferring each year, from what kinds of institution to what other kinds of institution, and into what programs. Data were secured through the Contact Persons for each institution, and were analyzed and published annually by the Council.

It was subsequently decided to continue the Study for two more years. There have been five formally published reports to date. Because of the importance of the data being collected, it was further decided to record and monitor the transfer data annually (except for the program data).

This report is based on data for the total span of six years – from 1979 to 1984 (inclusive). It seems useful once again to include it with the Council's Annual Report for 1984/85 not only as an economy measure, but because its substance will be of interest to most readers of the Report. Tabular materials are not included, but are on file with the Council. The bar graphs on pages 24 and 25 will, however, reveal some basic numerical findings over the six-year period.

As to trends, it will be noted that, except for 1982 and 1984, the overall growth of post-secondary student transfers has been substantial and generally steady. It had originally been thought that 1982 was a maverick year. Given this year's 10% decrease, it will be interesting to see next year's data to determine if 1982 was perhaps instead the beginning of a new trend.

SELECTED FINDINGS

Full-Time Transfers

1. The number of total full-time transfers to Alberta institutions decreased by 10% in 1984, only the second time in the six reporting periods of the Study (5136-5784-6933-6653-7078-6390).

2. The number of full-time within-province transfers decreased minimally (1%) in 1984 as it had in 1982 (2776-3123-3541-3310-4045-3989). However, significant decreases in full-time into-province transfers were recorded in 1984 (2360-2661-3392-3343-3033-2401). Transfers into Alberta have continually decreased since 1981.

3. Over the six reporting years, the numbers of full-time transfers to universities has always exceeded the number of such transfers to non-university institutions.

Transfer to Universities

1. Full-time within-province transfers to universities increased by 3% in 1984 for an overall increase since 1979 of 61% (1472-1675-1870-1822-2308-2371). Full-time into-province transfers decreased by 25% in 1984 and is now just below the number of such transfers reported in the first year of the Study (1723-2012-2469-2267-2274-1717).

2. Total part-time transfers to universities increased by 24% over 1983 for an overall increase since 1979 of 213% (949-1962-2140-2422-2405-2974). A significant proportion of the increase has been due to steady increase in transfers to Athabasca University (i.e. 53% increase in 1984).

Transfer to Non-University Institutions

1. Total full-time transfers to non-university institutions decreased by 8% in 1984, continuing a decline that began in 1982 (1941-2097-2594-2564-2496-2302). Both within-province and into-province transfers decreased in 1984 (by 7% and 10% respectively).

2. Within-province transfers to technical institutions remained exactly the same as in 1983 (661-849-769-745-776-776) while into-province transfers increased by 3% in 1984 (218-329-316-617-334-343).

3. Within-province transfers to colleges continued to fluctuate each year. In 1984 they decreased by 12% (632-586-896-736-944-835). Into-province transfers continued to decrease (28% in 1984) since they peaked in 1981. The current number of transfers is 29% below the number of such transfers reported in the first year of the Study (382-279-571-420-376-270).

Detailed Findings (1979-1980-1981-1982-1983-1984)

Full-Time Transfers (University and Non-University)

Except for decreases in 1982 and 1984, total full-time transfers have increased each year since 1979. The total growth from 1979 to 1983 has been 38% with a 10% decrease in 1984 (5136-5784-6933-6653-7078-6390). The ratio of within- to into-province transfers was 54:46 for the first two years of the Study. However, although there was a movement towards more equal distribution in 1981 and 1982, the ratio has spread to 57:43 in 1983 and 62:38 in 1984.

Full-time within-province transfers to Alberta's post-secondary institutions have increased each year, except for a 7% decrease in 1982 and a 1% decrease

in 1984. Between 1979 and 1983 there has been an overall increase of 46% (2776-3123-3541-3310-4045-3989).

Between 1979 and 1981, full-time into-province transfers increased by 44%. Since then, transfers have declined by 29% (2360-2661-3392-3343-3033-2401).

The largest proportion of within-province transfers over the six reporting years has consistently been to the university sector (between 53% in 1979 and 59% in 1984). Similarly, the variances for transfers to the non-university sector have also been fairly consistent, ranging from a low of 41% in 1984 to a high of 47% in 1979 and 1981. In 1984 the ratio of within-province transfers to universities and to non-university institutions was 59:41.

A greater proportion of into-province transfers has been to the universities. Fluctuations ranging from 68% (1982) to 76% (1980) were recorded. Greater fluctuations were also recorded for the proportion of transfers to non-university institutions. Such transfers accounted for a low of 24% in 1980 to a high of 32% in 1982. In 1984 the ratio of into-province transfers to universities and to non-university institutions was 72:28.

Transfer to Universities (Full- and Part-Time)

Combined full- and part-time transfers to universities have increased each year since 1979, resulting in a growth of 70% (4144-5649-6479-6511-6987-7062). Except for a 6% decrease in 1982, total full-time transfers to universities increased each year for an overall increase of 43% between 1979 and 1983. However, a decrease of 11% was recorded in 1984 (3195-3687-4339-4089-4582-4088). Total part-time transfers increased each year between 1979 and 1984, resulting in a growth of 213% (949-1962-2140-2422-2405-2974).

Full-time within-province transfers to universities have increased yearly, except in the 1982 reporting period, for an overall increase of 61% (1472-1675-1870-1822-2308-2371). Full-time into-province transfers increased each year except in 1982 and again in 1984 (8% and 25% respectively). The current number of such transfers is slightly below the number in 1979 (1723-2012-2469-2267-2274-1717). The ratio of full-time within-province to into-province transfers decreased between 1979 and 1981 (46:54; 45:55; 43:57), but increased in 1983 (50:50) and decreased again in 1984 (42:58). The single institution receiving the highest number of full-time transfers each year was The University of Alberta.

The largest proportion of full-time within-province transfers to universities has consistently come from public colleges (between 45-47%).

Proportionately, inter-university transfer ranged from 26% in 1979 to 19% in 1984 (the proportion decreasing slightly each year), while technical institute transfer increased slightly each year from 9% in 1979 to 16% in 1983 but declined to 15% in 1984. Private college transfer accounted for a steady 17-18%.

As was the trend with total part-time transfer, part-time into-province transfers also increased from 1979 to 1982, decreased by 8% in 1983, but increased again in 1984 (633-1499-1599-1791-1640-1814). The overall increase was 187%. Part-time within-province transfers increased each year of the Study, resulting in a 267% increase (316-463-541-631-765-1160). Athabasca University recorded increases in part-time transfers each year in all three categories, for an overall increase of 676%.

Transfer to Non-University Institutions[1] (Full-Time Only)

Total transfers to non-university institutions increased each year until 1981, but decreased by 11% in the last three years of the Study (1941-2097-2594-2564-2496-2302). Despite the 1982 decrease of 11%, total within-province transfers had steadily increased by 33% since 1979. However, another decrease (7%) was recorded in 1984 (1304-1448-1671-1488-1737-1618). Total into-province transfers increased each year (69% overall) unitl 1983 and 1984, when a total decrease of 36% was recorded (637-649-923-1076-759-684).

During the six reporting years, the ratio of within-province transfers to technical institutes and to public colleges has been irregular (51:49. 59:41, 46:54, 50:50, 45:55, 48:52). Within-province transfers to public colleges decreased in 1980, 1982 and 1984, but increased in 1981 and 1983 (632-586-896-736-944-835). Within-province transfers to technical institutes increased in 1980 and 1983, decreased in 1981 and 1982 but didn't change in 1984 (661-849-769-745-776-776).

The ratio of into-province transfers to technical institutes and to public colleges was also irregular (36:64, 54:46, 36:64, 59:41, 47:53, 56:44). Transfers to technical institutes fluctuated yearly, with increases in 1980, 1982 and 1984 but decreases in 1981 and 1983 (218-329-316-617-334-343). The number into-province transfers to public colleges increased only in 1981. By 1984, it had actually decreased 29% below the number recorded in 1979 (382-279-571-420-376-270).

Of the students transferring to non-university institutions, the largest number of within-province transfers has consistently come from universities (from 46%-57%).

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[1] Including public colleges, technical institutes, the Banff Centre, and the vocational centres.

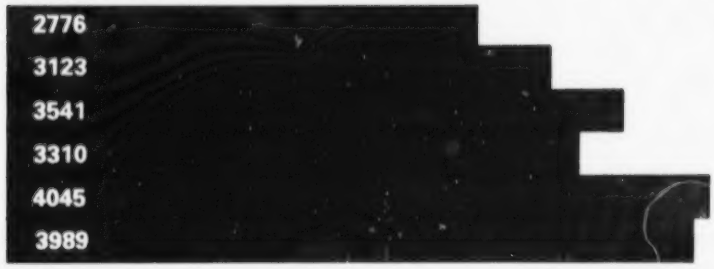
Distribution by Numbers

Full-Time Transfers
Fall, 1979-84

1. 1979
2. 1980
3. 1981
4. 1982
5. 1983
6. 1984

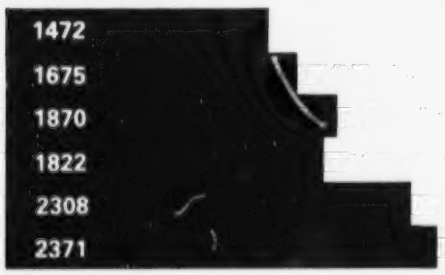
Total Transfers:

Within-Province:



Into-Province:

Within-Province To Universities:



Into-Province To Universities:

Within-Province

To Technical Institutes:

1. 661
2. 849
3. 769
4. 745
5. 776
6. 776

To Public Colleges:

1. 632
2. 586
3. 896
4. 736
5. 944
6. 835

To Others:

1. 11
2. 13
3. 6(All Banff)
4. 7(All Banff)
5. 17
6. 7

Into-Province

To Technical Institutes:

1. 218
2. 329
3. 316
4. 617
5. 334
6. 343

To Public Colleges:

1. 382
2. 279
3. 571
4. 420
5. 376
6. 270

To Others:

1. 37
2. 41
3. 36 (All Banff)
4. 39 (All Banff)
5. 49
6. 71 (All Banff)